REPORT OF THE MINISTER OF EDUCATION 1983–84

The Honourable John B. Aird,
O.C., Q.C., L.L.D.
Lieutenant-Governor of Ontario

Sir:

It is my privilege to present, for the information of Your Honour and of the Legislative Assembly, the annual report of the Ministry of Education for the fiscal year beginning April 1, 1983, and ending March 31, 1984.

It is the goal of the Ministry of Education to provide equal educational opportunity for all the students in Ontario's elementary and secondary schools. To attain this goal, the ministry involves itself in every aspect of elementary and secondary education. The ministry works in close cooperation with the publicly elected school boards of the province in an attempt to ensure that a full range of programs is provided by every school board.

Detailed statistical data on education in Ontario are provided in the publication *Education Statistics, Ontario, 1983*.

Respectfully submitted,

Bette Stephenson, M.D.
Minister of Education

The Honourable
Bette Stephenson, M.D.
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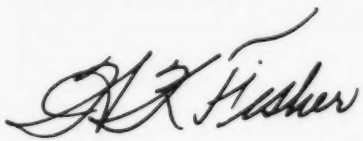
Dr. Stephenson:

I have the honour to submit for your approval the annual report of the Minister of Education for the 1983-84 fiscal year. The report contains detailed information about the many programs and activities undertaken by the ministry during the period.

Respectfully submitted,



Dr. Harry K. Fisher
Deputy Minister

INTRODUCTION 5

MINISTRY REORGANIZATION 6

CURRICULUM 8

Arts in Education
Continuing Education
Co-operative Education
Document Development Under OSIS
Drug Education
Early Childhood Education
French as a Second Language
Guidance
Library Resource Centres
The Linkage Program
Multiculturalism and Race Relations
Native Education
Ontario Schools, Intermediate and Senior Divisions, 1984
Personal Life Management Schools General
Student Guidance Information Service
Values Education

[redacted]

Special Education
Provincial Schools
Demonstration Schools
Schools for the Blind
Schools for the Deaf
Developmental Centres Schools
Training Schools
Regional Schools for Nursing Assistants
Franco-Ontarian Education
Correspondence Education
Research and Information
Communication Services

SPECIAL PROJECTS 27

Learning Materials Development Plan and French-Language Fund
Circular 14
Book Purchase Plan
Student Exchanges and Educational Trips
Educator Exchanges
Ontario Student Leadership Centre
Ontario Young Travellers
Project Canada
Ontario-Quebec Class Twinning Program
Summer-Employment Programs for Students
Official-Language Monitors Program
Canadian Studies Seminars for Educators From Western Europe
Seminars in Europe for Ontario Educators
Interchange on Canadian Studies
Education Week

[redacted]

REGIONAL SERVICES DIVISION 33

LEGISLATION 33

ADVISORY COMMITTEES 34

Ministry of Education Advisory Committee on Special Education

MINISTERIAL AGENCIES AND COMMISSIONS 34

Commission to Inquire Into the Discretionary Local Levy for Education in Metropolitan Toronto
The Provincial Schools Authority
Ontario Education Services Corporation
The Languages of Instruction Commission of Ontario

[redacted]

Guidelines
Support Documents
Other

During the past year the Ministry of Education has undertaken several major initiatives, from the highly technical ICON educational computer to the initiation of a review of early childhood education.

The ICON, which was developed with the support of the Ontario government, is the first educational microcomputer to meet Ministry of Education specifications. It is the most sophisticated of its kind in the world. The field testing of the ICON by more than twenty school boards was a resounding success. As a result of these field tests, the ICON was approved for purchase and use in Ontario schools.

The potential of the computer in education is truly staggering. Its uses in teaching and learning appear to be constrained only by imagination and initiative. Microcomputers are outstanding teaching assistants in that they can help students to learn at their own pace – a pace that is usually dramatically increased. Until ICON was conceived and developed, the computer industry had seen the school system as a peripheral market, but the ministry's initiatives have changed that. For the first time, a microcomputer has been completely designed to meet educational needs.

At the other end of the spectrum is the establishment of the Early Primary Education Project, which has been designed to provide new direction for early childhood education. A special unit has been established within the Ministry of Education to gather input from across the province, through public forums, study sessions, and other methods, and to invite the participation of a wide range of educational and community groups.

Directed by Frances Poleschuk, former director of the ministry's Elementary Education Branch, the project staff includes a secretariat of ministry officials and a forty-five-member advisory committee representing a spectrum of professional, community, and government organizations and agencies. Although the EPEP design is to assess and respond to the needs expressed by the Ontario public during 1984, the discussions will likely include comparisons with what is happening in other jurisdictions and countries.

The basic aim of the project is to examine the quality of programs and services for Ontario's four-to-nine-year-olds (the Primary Division of elementary school), with the intention of planning improvements where required and where possible. Several basic objectives have been identified, including the recommendation of policies and priorities concerning the future of early primary education and the devising of a means of bringing closer together the many institutions and government agencies responsible for providing a wide variety of support services for families with young children.

In the area of teacher education and the training of personnel who will work with young children, there will be a complete review of certification and qualifying programs, which will be undertaken in close co-operation with faculties of education, colleges of applied arts and technology, universities, and institutes of child study.

The bicentennial project of the Ministry of Education and the Ministry of Colleges and Universities – the publication *Ontario: An Informal History of the Land and Its People* – was distributed to the province's elementary and secondary schools in March. Produced in English and French, the forty-eight-page book was distributed to all students and teachers in the elementary and secondary schools and to the libraries of the universities and the colleges of applied arts and technology. The book was authored by the noted historian Dr. Robert Choquette of the University of Ottawa.

During the past year the ministry was reorganized to reflect the changes taking place in the school programs in Ontario and to keep abreast of ever-changing technological advances. A new Education Technology Development Division was established to focus on the increasing impact of information technology on education. This division is the first of its kind in an education ministry in Canada. Douglas A. Penny was appointed Assistant Deputy Minister responsible for the new division. Mr. Penny, formerly executive director of the Planning and Policy Analysis Division, has been the senior official responsible for the ministry's BILD-funded educational microcomputing initiatives.

The new division consists of three units:

- The School Board Services unit will continue to develop and manage the Educational Computing Network of Ontario, a co-operative endeavour of the ministry and the province's school boards. While continuing to provide administrative applications, the unit will offer a wide range of education-related computer services to school boards.
- A second unit, the Computers in Education Centre, will develop hardware and software for educational purposes and will deal with the curriculum matters that are emerging with the application of microcomputers in education.
- The third unit is the ministry's Correspondence Education Service, which is increasingly experimenting with high-technology alternatives such as Telidon to transmit lessons to individual students and courses to remote schools.

The combining of the Elementary and Senior and Continuing Education branches into one curriculum unit was also included in the ministry's reorganization. The new Curriculum Branch is under the direction of Ms. Sheila Roy. Prior to her appointment as Director of the Curriculum Branch, Ms. Roy was a regional superintendent of education in the ministry's Toronto regional office.

The other assistant deputy ministers were appointed during the year. Mrs. Mariette Fraser, who began her teaching career in Hearst twenty-three years ago, was appointed Assistant Deputy Minister, Franco-Ontarian Education. Mrs. Fraser was appointed Co-ordinator of French-Language Consultative Services for the ministry's regional offices in Toronto and London in 1978. She has taught in French- and English-language schools across the province and has served as principal of French-language schools in Cambridge and Hamilton. In 1981, she was appointed a regional superintendent in the ministry and was responsible for providing French-language services to school boards in southern Ontario. As Assistant Deputy Minister, Mrs. Fraser is responsible for the continuing development of ministry policy for French-language education in the province's elementary and secondary schools and postsecondary institutions. She succeeds Berchmans Kipp, who resigned to become Director of Education, Metropolitan Separate School Board.

Duncan Green, the former Director of Education for the Toronto Board of Education and the chairman of the ministry's Secondary Education Review Project, was appointed Assistant Deputy Minister, Education Programs. He succeeds George Podrebarac, who was appointed Deputy Minister in the Ministry of Correctional Services. Since completing the Secondary Education Review Project in the fall of 1981, Mr. Green has served as the University of Toronto's director of the School of Continuing Studies. His new responsibilities include the implementation of the renewal of the secondary school system, which was announced last November. In addition, Mr. Green will be responsible for the implementation of Bill 82, which deals with special education, and all other elementary and secondary matters, including the ministry's provincial schools and the operation of the six regional offices.

During the year the ministry established an Early Primary Education Project aimed at improving the quality of programs and services for young children. Heading the project is Frances Poleschuk, formerly the director of the Elementary Education Branch and of the ministry's Northwestern Ontario regional office. A secretariat of three education officers, including a francophone educator, is working with Ms. Poleschuk.

The project team will concentrate on developing more effective communication and co-ordinated planning among the many institutions, organizations, and government agencies involved in providing support services to families and young children. It will be assisted by an advisory committee, consisting of representatives of teachers, principals, parents, trustees, supervisory officers, and other ministries. The advisory committee will identify issues and offer suggestions. The project team's work will end on December 31, 1984.

The development of a number of English- and French-language documents initiated under the programs of the former Elementary and Senior and Continuing Education branches continues in the Curriculum Branch. At present, there are twenty-six documents in support of *The Formative Years* being produced. Further, the Ministry of Education is consolidating approximately one hundred Intermediate and Senior Division guidelines into a set of about twenty subject documents. This renewal of curriculum guidelines will accommodate the new policy requirements stated in *Ontario Schools, Intermediate and Senior Divisions, 1984* (OSIS). OSIS outlines program and diploma requirements for Grades 7 to 12 and includes provision for offering Ontario Academic Courses (OACs). It is scheduled to replace *Circular H.S.1* in September 1984.

The following documents were completed in the 1983-84 fiscal year:

- *Computer Studies: Curriculum Guideline, Intermediate and Senior Divisions, 1983*
- *Études informatiques, programme-cadre, cycles intermédiaire et supérieur, 1983*
- *Drama in the Formative Years*
- *L'expression dramatique*
- *Fêtes annuelles*
- *Guidance: Curriculum Guideline for the Intermediate and Senior Divisions, 1984*
- *Orientation, programme-cadre, cycles intermédiaire et supérieur, 1984*
- *Ontario Schools: Intermediate and Senior Divisions, 1984*
- *Les écoles de l'Ontario aux cycles intermédiaire et supérieur, 1984*
- *Personal and Societal Values*
- *Trois pour la route* (developed in co-operation with the Ministry of Transportation and Communications)

The curriculum highlights that follow are ordered alphabetically.

Drama in the Formative Years, a document that provides curriculum ideas for teachers of the Primary and Junior Divisions, has been released in both English and French. To assist regional offices and school boards in implementing the ideas presented in this document, a slide and audiotape program has also been produced. This unique production, entitled *Stirring Up the Ground: Children and Drama*, explores the role of drama in the curriculum and its applications to children in both the Primary and the Junior Divisions.

In February 1984, *Awareness in Action*, a pilot project in distance professional development for teachers, was inaugurated. More than one hundred teacher volunteers have enrolled in the program. An evaluation of the project will be made in July 1984. If the evaluation proves positive, the opportunity to take this non-credit course in the basic elements of visual awareness will be made available to other teachers in the province.

A provincial planning seminar on the arts was held at the Mowat Block on March 28 and 29, 1984. The Ministry Arts Group, arts advisory committees from the six regions, and delegates from teachers' professional organizations in the arts met to consider future "networking activity" with respect to growth and development of the arts in Ontario schools. The soon-to-be released "Arts Discussion Paper" was considered in the deliberations. A full report of the planning seminar will be available after April 30, 1984.

Two recordings of music, *Spectra* and *Le conte de l'oiseau/The Tale of the Bird*, were distributed to all secondary schools. These recordings, by four of Canada's major contemporary composers, were provided on the occasion of the Ontario bicentennial to assist teachers in the provision of programs in the arts. It is also the ministry's hope that they will create a greater awareness among our young people of the contributions of Canada's creative artists to our national identity.

Since releasing its first statement on continuing education in 1983, the ministry has implemented several of the objectives outlined in it. A curriculum committee has started writing a continuing education guidelines for use in the schools. Through the Research and Information Branch, a directory of adult-literacy programs has been published. Nominations have been received for an advisory council on continuing education, which will be named shortly. Adult-basic-literacy programs continue to be a priority.

Co-operative education programs integrate classroom theory with on-the-job experience. Traditionally, the areas of co-operative education have been business education, community programs, and technological education. However, co-operative education programs in French, English, theatre arts, science, mathematics, and geography are expanding rapidly.

Students at all academic achievement levels are benefitting from co-operative education programs. The advantages of these programs, in addition to students' acquisition of first-hand knowledge and experience, include their development of important life skills, such as those related to interpersonal relationships and self-discipline. These skills, along with an understanding of the world of work, greatly facilitate students' transition from school to the workplace.

The co-operative education programs are receiving enthusiastic support from students, parents, employers, and educators. This is evidenced by the 26 per cent increase in participants from 1982 to 1983.

Document development under OSIS

The following are descriptions of some of the document developments under OSIS, which were referred to at the beginning of this section of the report.

Anglais/English. A curriculum guideline for the teaching and study of English in French-language schools is at the validation stage and is expected to be released in the fall of 1984.

Business studies. Work has continued on the preparation of an all-inclusive guideline in business studies to replace the existing separate guidelines. A working draft, which includes program-management statements for all subjects in the Intermediate and Senior Divisions, as well as four OACs, has been prepared. A reaction to this working draft has been received from boards of education, business-teachers' associations, colleges of applied arts and technology, universities, and the business community. A validation draft will be distributed in the fall of 1984.

Discipline. A number of submissions to the Secondary Education Review Project (SERP) expressed concerns regarding such issues as extremely disruptive behaviour, chronic absenteeism, vandalism, drug abuse, and alcoholism among students. Consequently, Policy Program Memorandum 62 and OSIS require secondary schools to enunciate a clear code of student behaviour. To assist boards, principals, teachers, parents, and students in this task, the Curriculum Branch is preparing a support document on authority and discipline.

English. The three OACs in English will be completed before the end of the school year and will be distributed to schools in the summer or early fall of 1984.

Family studies. Plans are underway for the renewal of the Intermediate and Senior Division guidelines in family studies.

Français. One of this year's provincial reviews is concerned with the Intermediate Division français guideline (1977). The findings of this review should be of assistance in the development of a new guideline for courses in français for Grades 7 to 12 and for the new OACs.

History and contemporary studies. A project team is preparing a new guideline in history and contemporary studies (economics, law, man in society, people of Native ancestry, people and politics, world religions) for Grades 7 through the OACs. It is anticipated that the draft guideline will be available in the fall of 1985.

Mathematics. The preparation of the validation draft of the Intermediate and Senior Division mathematics guideline is nearing completion.

Modern languages. A new languages guideline is being developed. It will provide general principles for teaching and learning German, Italian, and Spanish, as well as other European, Eastern, Oriental, and Native languages, which until now have been offered only as experimental courses.

Science. A team of educators is engaged in revising all of the science courses for Grades 7 to 12 and the OACs in preparation for the publication of a single Intermediate and Senior Division science curriculum guideline. It is planned that this document will include the following courses:

- general science for Grades 7 to 10;
- environmental science for Grades 10 to 12;
- biology, chemistry, physics, geology, and technological science for Grades 11 and 12;
- biology, chemistry, physics, and integrated science at the OAC level.

The guideline courses will be designed at the various levels of difficulty – basic, general, and/or advanced.

Technological studies. The development of the curriculum document for technological studies has proceeded steadily over the past year. The document will be structured in three parts: part A will provide an overview of the program; part B will provide separate guidelines for approximately forty-five subjects organized under subject groupings; and part C will outline three OACs in Computer Technology Interfacing, Analog and Digital Electronics, and Fluid Power Control. All materials, with the exception of two of the ten subject groupings in part B, have been developed to the validation-draft stage and have been distributed widely across the province for reaction.

Visual arts. The development of a new visual arts curriculum guideline for the Intermediate and Senior Divisions began in September 1982. The validation of the draft of this guideline has now been completed for both the English and French versions of the document, and it is expected that the final documents will be released in the early spring of 1985 for implementation the following September.

An ongoing priority of the ministry is the provision of drug-education information to schools. During the 1983-84 fiscal year, the ministry co-operated with the Addiction Research Foundation in providing drug-education resource materials to schools. Further, the ministry worked with an inter-agency group, the Drug Education Co-ordinating Council, to sponsor a one-day seminar on drug abuse for parents, educators, and other involved professionals. The ministry also co-operated with the Ontario Association of Chiefs of Police in the development and production of a drug-education program – "With Friends Like That" – for Grades 7 and 8.

During the 1983-84 fiscal year English- and French-language work sessions were conducted throughout the province with key teachers, consultants, and administrators of school boards. The work sessions were designed to assist teachers of Junior Kindergarten to Grade 3 in identifying the strengths, talents, and needs of young children and in planning appropriate programs for them.

French as a Second Language

Since 1977, when new initiatives in FSL were announced, Ontario elementary school FSL programs have increased in depth and variety. Between 1977 and 1983 the number of school boards offering core French starting in Grade 4 or earlier increased from 71 to 112. The number of boards offering immersion French increased from 28 to 56, while those offering extended French decreased from 10 to 7. Eighty-five per cent of all school boards now begin core French by Grade 4; 43 per cent offer immersion French.

Two significant steps have been taken to encourage secondary school programs to build on the foundation laid by elementary FSL programs. One credit in FSL has been made compulsory for the new Ontario Secondary School Diploma, and start-up funds have been made available in the General Legislative Grants to encourage the continuance of immersion French and extended French programs at the secondary school level. As well, a new information booklet for parents, educators, and the public, *Ontario's FSL Programs: Teaching and Learning French as a Second Language in the 1980s*, has been made available.

Guidance

The renewed curriculum guideline *Guidance: Intermediate and Senior Divisions, 1984* was sent to all secondary schools and elementary schools with Grades 7 and 8. The guideline expands on the description of guidance programs as outlined in OSIS and provides excellent opportunities to address the educational, career, personal, and social needs of students.

A companion resource document to the guideline, *One Step at a Time: Educational and Career Explorations, 1984*, will be sent to the schools in the fall of 1984. It is aimed at Grade 7 and 8 students and is part of a career-education continuum from Kindergarten to Grade 12/OACs. A fact sheet for the parents of younger children, entitled *A Parent's Guide to Career Planning for Children*, was also prepared and widely distributed in the province.

The ministry again co-operated with the Ontario Youth Secretariat and provided classroom materials for Career Week, 1984.

Library Resource Centres

The resource guide *Partners in Action: The Library Resource Centre in the School Curriculum/Intégration et coopération : Le centre de ressources intégré à l'apprentissage* focuses on the development of resource-based programs, which are defined as planned educational programs that actively involve students in the meaningful use of a wide range of print, non-print, and human resources. The development of effective resource-based programs requires the participation of the principal, teachers, teacher-librarian, and consultative support staff. This document outlines the role that each of these partners is expected to play in the provision of resource-based programs.

The Linkage Program

The Linkage I program aligns the contents of ten secondary school subjects in technological studies with the in-school components of apprenticeship and modular-training programs. Graduates of the program who continue their training in these occupations receive recognition for the learning that they achieve while in secondary school. Approximately 15 000 students were involved in the program during the 1983-84 school year.

M

The Heritage Languages Program for elementary school pupils continues to expand. The most recent figures show an increase from 49 languages and 81 993 pupils to 57 languages and 88 853 pupils.

Native Education

An implementation program for the utilization of the People of Native Ancestry series of curricular materials, as well as the supplementary kit "Touch a Child", continued this year.

Again, the Ministry of Education co-sponsored the Native Counsellor's Training Program with the Department of Indian and Northern Affairs. The summer session of 1983 marked the seventh year of the program's operation. The program was designed to provide an integrated and developmental series of courses in the essential skills, knowledge, and experiences required for the counselling of Native students in elementary and secondary schools. Sixty-four Native people have now received the Native Counsellor's Certificate.

Ontario Schools, Intermediate and Senior Divisions, 1984 (OSIS)

This circular is the successor to *Circular H.S.1, 1979-81*. It was delivered to the schools in October 1983 for implementation beginning in September 1984. It describes the program requirements for the new Ontario Secondary School Diploma.

P

Personal Life Management is a curriculum guideline for the development of modules of study for secondary school students in the Intermediate and Senior Divisions (Grades 9 to 12) and for students involved in continuing education. This document has been field-tested and is currently in production. It is intended that a program in personal life management developed from this guideline will enable students to acquire the knowledge and competencies they will need to manage their personal lives with satisfaction and meaning.

C

A new circular entitled *Schools General* is to be the foundation document for curriculum in the publicly supported elementary and secondary schools in Ontario. Its purpose is to identify and clarify general curriculum policy and practice that is consistent with the principles underlying education; as such, it will be the basis for planning curriculum. The document will also be helpful to those who may wish to deepen and clarify their understanding of education in Ontario's schools.

C

SGIS is a computer-based information-retrieval system that provides career information. It is available to students in the Intermediate and Senior Divisions in both English and French.

SGIS has an extensive data base, which consists of descriptions of approximately a thousand occupations. As well, it includes information on postsecondary institutions, training programs, and other guidance-related information, such as summer employment, Linkage and apprenticeship programs, résumé writing, job interviews, and occupational trends.

The SGIS data base is updated on an ongoing basis so that it provides current information in the area of career education. Recent revisions provide information that allows students to see the relationships among school subjects and occupational clusters. A new key-word index and a *Welcome to SGIS* booklet for each Grade 7 and 8 student further facilitate and expand the use of the service.

SGIS has been available through Telidon on a pilot basis in secondary schools across the province. There has been ongoing evaluation of both the content and cost effectiveness of the service.

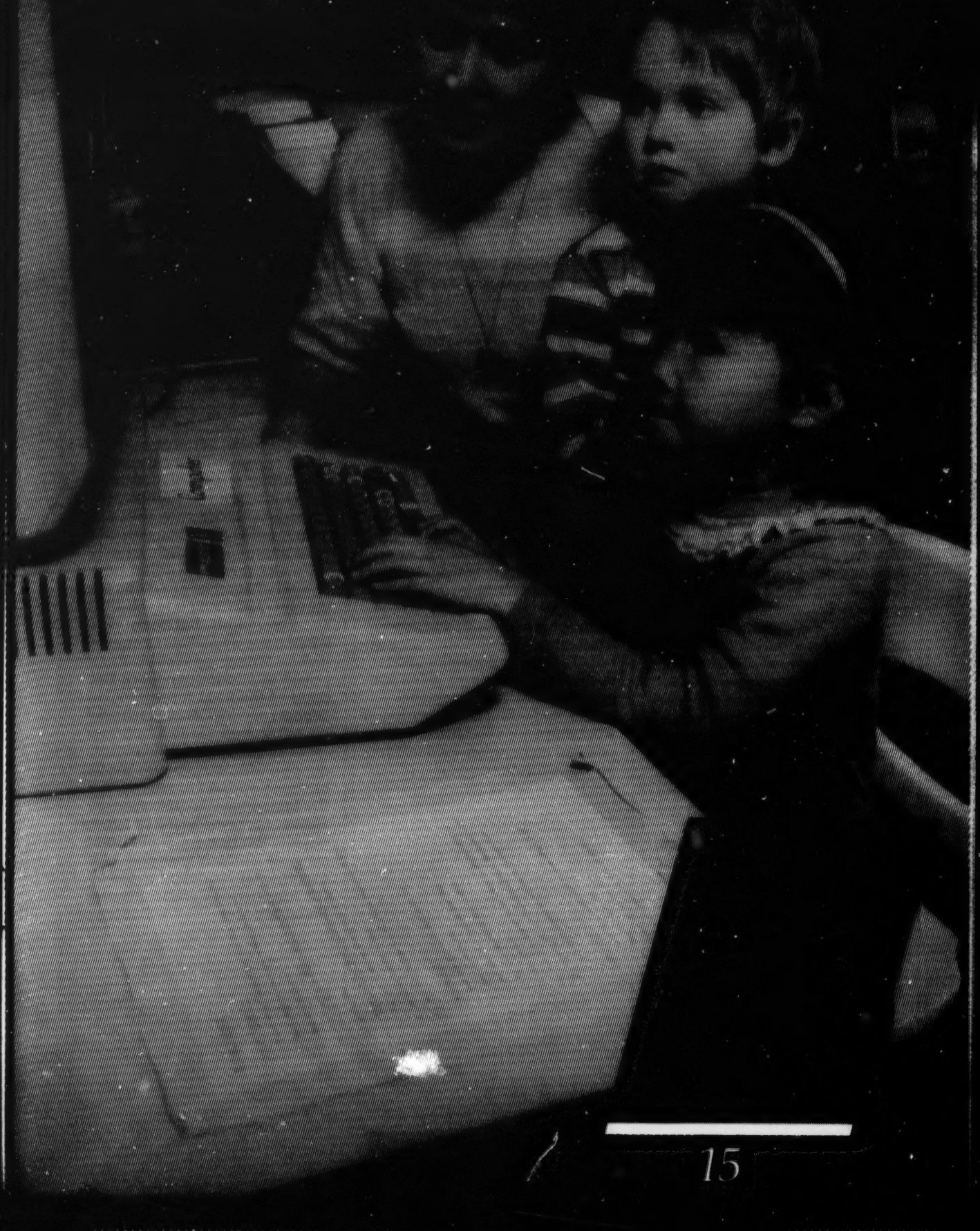
As students come to expect the immediate feedback of information made possible by the availability of microcomputers in the classroom, the batch-processing mode of delivering SGIS career information will become outdated. In this regard, a committee is currently exploring the feasibility of providing an interactive mode of delivery for SGIS.

V

In February 1984 a resource guide entitled *Personal and Societal Values* was released. This document is intended to help teachers implement the values-education policy outlined in *The Formative Years*. *Personal and Societal Values* emphasizes that the home has the primary responsibility for values education and that the influence of the religious community of choice must be respected.

The document identifies a number of values, including honesty, compassion, and tolerance, as forming the foundation of school programs; it also assists teachers in helping children to reflect carefully on the values and issues found in many curricular areas.

Another Ministry of Education initiative in values education in the elementary grades is "Values, Influences, and Peers". This document is being developed in cooperation with the Ministry of the Solicitor General. The main thrust of "Values, Influences, and Peers" is to help Grade 6 students to cope with negative peer pressures and to understand the value of being good citizens.



Ontario Regulation 71/84: Regional Tribunals was filed in February 1984, marking the finalization of all legislation pertaining to the Education Amendment Act, 1980 (Bill 82), Ontario's landmark special education legislation. The previous June, Order in Council #O.C. 1755/83 was filed, establishing the Ontario Special Education Tribunal (in English and in French) as well as six regional English-language tribunals and six regional French-language tribunals. Members were appointed to the Ontario tribunals, and training sessions were provided for them. Three English-language hearings were conducted.

In the implementation of the Education Amendment Act, 1980, each school board submitted to the ministry in May 1983 a report on its review of its official special education plan as presented in 1982. The 1983 report outlined the board's review process and identified the findings of the review. It included any amendments to the original plan and listed achievements in implementation, as well as further steps to be taken in 1984. Each regional office of the ministry reviewed the report of each school board in its region and identified strengths in implementation and matters that required further study and planning in 1983-84.

To assist school boards in their review and planning in 1983-84, the ministry issued *Procedures for School Boards in the Annual Review and Amendment of the Plans for the Development of Comprehensive Programs and Services in Special Education*. These procedures specified the areas of special education to be reviewed by each school board, the requirements in the review and amendment process, and the topics and format to be used in submitting the 1984 report.

The regional offices of the ministry continued to provide a consultative service to boards both in their planning process and in their operation under the new legislation. The operation of a board's Special Education Advisory Committee was given special emphasis by the regional offices, including the provision of workshops for committee chairpersons and superintendents of special education.

Interministerial collaboration resolved problems of implementation in two special areas. To assist boards in providing education to school-age children currently enrolled in Developmental Day Care Centres licensed under the Day Nurseries Act, an agreement between the Ministry of Education and the Ministry of Community and Social Services provided school boards with the opportunity, under special circumstances, to request approval to offer an educational program within a centre, rather than bringing all of these children into their schools.

By special agreement among the Ministries of Education, Health, and Community and Social Services, action was taken to ensure that no school-age child is deprived of school attendance because of the need for health support services during school hours. Each of the three ministries accepted responsibility for the provision of a specific area(s) of health support services. At the local level, the provision of such services is shared by school boards, the Home Care Support program of the Ministry of Health, and agencies funded by the Ministry of Community and Social Services.

Progress continued on a Longitudinal Study of the Education Amendment Act, 1980. This study, covering the development of the special education legislation, the pilot year (1980-81), and program implementation, is designed to document the various stages of these processes and to provide a record of this important period in the history of Ontario education.

The Ministry of Education continued to work with the Ministry of Community and Social Services to effect the phasing out of the latter ministry's involvement in the education of learning-disabled pupils as the Education Amendment Act, 1980, is phased in. The interministry Vocation Rehabilitation Services/Learning Disabilities task group's co-operative planning approach, involving school boards, parents, parent groups, and the regional staff of the two ministries, has resulted in a 40 per cent decrease in the number of cases funded through the Ministry of Community and Social Services' program. Every effort has been made to ensure that returning students have been provided with appropriate placements by their local school boards.

The publication and distribution of OSIS during the 1983-84 academic year stimulated considerable discussion of issues and considerations regarding programs for exceptional students in secondary schools. The Special Education Branch has been closely involved in the curriculum guideline renewal process. A member of the branch liaises with each project team, and every effort is being made to ensure that all curriculum guidelines under revision contain specific information to assist teachers in adapting their courses to meet the needs of exceptional students. Wherever possible, a teacher qualified in special education and experienced in either the Intermediate or Senior Division is included in each writing team.

Two important publications, Répertoire de matériel orthopédagogique, a compendium of materials and teacher aids, and the 1983-84 update of the *Special Education Materials and Resources Handbook* (1982) were distributed. A revision of *Designing Schools for the Physically Handicapped* was initiated. This document is designed to assist school boards in making schools accessible to the physically handicapped and is an example of ministry efforts to ensure that the needs of exceptional pupils are met in the local community wherever possible. A revision of the *Special Education Information Handbook* (1981) was also undertaken.

The major revision and extension of the curriculum support documents for gifted, learning-disabled, and behaviourally exceptional pupils reached the final stages. These publications now encompass all divisions and will provide significant help to teachers in developing and implementing instructional programs.

Special education teacher education continued to be an important activity. A special education component was developed for preservice programs, and the Teaching the Trainable Retarded options in Parts 1 and 2 of the Additional Qualifications Courses (Special

Education) were revised to meet current needs. In May, a special education teacher education symposium was held at OISE to provide a forum for the discussion of all aspects of this field. Follow-up activities continued during the year, involving representatives of the Ministry of Education, Ministry of Colleges and Universities, faculties of education, OAEAO, OISE, and OTF. One outcome of this co-operative activity will be a special education resource book for Additional Qualifications Courses.

The development of the Special Education Information Network (SEIN) continued. The primary focus during the year was on developing selection criteria and increasing the capacity, flexibility, and efficiency of the existing computer network to collect high-quality information.

As implementation of the Education Amendment Act, 1980, passed the halfway mark, liaison activities with parent and professional organizations increased. It is anticipated that the high level of branch activity in this and all other areas of special education will continue for the foreseeable future.

Provincial Schools

The Provincial Schools Branch is responsible for the general planning, leadership, direction, and supervision of the direct educational services offered by the ministry to residents of the province for whom local provision is not made. The branch provides day and residential education programs in demonstration schools for the learning-disabled and in schools for the blind, the deaf, and the deaf-blind; and educational programs in training schools, Developmental Centres Schools, and regional schools for nursing assistants. The branch also provides teacher education programs at the demonstration schools and at the schools for the blind and the deaf. These schools also serve as resource centres for local school boards offering programs for exceptional students.

Demonstration Schools

The Ministry of Education provides the services of three demonstration schools for Ontario children with severe learning disabilities. These schools include the Trillium School in Milton, Centre Jules-Léger in Ottawa, and Sagonaska School in Belleville. Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting. These demonstration schools were established to provide special residential education programs for students between the ages of five and twenty-one years. The activities associated with the residential components of the programs are designed to enhance the development of each student's academic and social skills. One of the basic objectives of each of these schools is to develop the abilities of the students enrolled to the point where they will be able to return to local programs operated by school boards.

Both the Trillium and the Sagonaska schools are operated directly by the Ministry of Education. The Trillium program has an enrolment of forty students, whose language of instruction is English. The Sagonaska program is designed to meet the needs of anglophone students with specific language-learning disabilities, and currently forty-one such students are enrolled.

The Centre Jules-Léger is funded by the Ministry of Education under a contractual agreement with the Faculty of Education, University of Ottawa. The Faculty of Education is responsible for the delivery of the total program at the centre. The current enrolment of thirty-two francophones includes mainly students with general learning disabilities and, as of September 1983, students who have been diagnosed as having a specific language-learning disability (aphasia).

An in-service teacher education component is provided at each demonstration school. This service is designed so that methodologies and materials can be shared with locally operated programs.

The W. Ross Macdonald School in Brantford is one of the most modern schools for the blind in the world. It currently has an enrolment of 237 students. The school program, which provides a high standard of education tailored to the needs of blind students, prepares these students to live independently in an environment that is not artificially sheltered. The curriculum is based on the general programs developed for all students in the province and offers a full program from Grade 1 to secondary school graduation. A training program for teachers of the blind and the deaf-blind is provided at the school in association with the Faculty of Education, University of Western Ontario.

Comprehensive, personalized life-skills programs are designed to train students to function competently in many of the same work environments as non-handicapped persons. Concerted efforts are also being made to promote higher levels of educational and social integration of visually handicapped students within the community. In order that students may also continue to experience the benefits of a family setting, weekly transportation home is provided, where feasible. Students from Northern Ontario have the opportunity to travel home at least once a month for extended weekends.

Through workshops, seminars, special courses, and increased distribution of free, large-print textbooks to schools, the W. Ross Macdonald School has expanded its role as a provincial centre for the visually handicapped. The school is also assuming the co-ordinating role in providing audio and braille materials to school-age and postsecondary students throughout the province, and it offers professional services and guidance to other provincial ministries of education on an inter-provincial, co-operative basis.

The W. Ross Macdonald School provides one of the leading programs in North America for multihandicapped deaf-blind students. The program serves the province of Ontario and also offers education to deaf-blind students from British Columbia, Alberta, Saskatchewan, and Manitoba. There are currently forty-eight such students in the program.

The ministry operates three schools for the hearing-impaired: the Sir James Whitney School in Belleville, the Ernest C. Drury School in Milton, and the Robarts School in London. All three are regional resource centres for the hearing-impaired and provide a broad range of services to local school boards and agencies in addition to their programs for their own students. These services include audiological and psychological assessment, educational programming, consultation in support of local programs, preschool visits, family-counselling courses, and the provision of information to the public.

The Robarts School, with an enrolment of 83 residential and 66 day students, and the Ernest C. Drury School, with an enrolment of 100 residential and 235 day students, offer five-day-a-week residential programs, with all residential students returning home each weekend. The Sir James Whitney School, with 167 residential and 53 day students, provides a seven-day-a-week residential program throughout the school year, since the school serves the distant northern areas of the province. It makes provision for weekly trips home for more than half of its students; all students manage to return home every third week on the average.

These schools provide educational programming from Kindergarten to secondary school graduation, encompassing a comprehensive range of elementary, secondary, vocational, and occupational course options, in addition to the specialized teaching and training required in the area of hearing impairment. The unique and varied problems resulting from this handicap have always necessitated small groupings and personalized programming. Such programming is being continuously refined and extended to provide these children, wherever possible, with the same school experiences as those available to non-handicapped children. These include opportunities for integration at local schools; academic, vocational, and occupational classes in the provincial schools; and programs for those who are multihandicapped. Graduating students can be granted Ontario Secondary School Diplomas. Ongoing liaison with adjacent health facilities – the Chedoke-McMaster Family Services Centre in Hamilton, the Children's Psychiatric Research Institute in London, and Beechgrove Regional Children's Centre in Kingston – gives the schools considerable access to outside expert opinion and increases their capability to create programs for students with diverse and sometimes multiple handicaps.

Twenty-three graduates from the schools for the deaf were accepted last year for Gallaudet College, Washington, D.C., the only recognized liberal-arts college for the deaf in the world; thirty-five entered other post-secondary programs; twenty-nine graduates entered regular employment.

The Teacher Education Centre in Belleville provides a one-year postgraduate training program for certificated teachers and selected university graduates with hearing impairments. This program prepares trainees to work in schools and classes for the hearing-impaired. Twenty trainees are currently enrolled at the centre. They will receive the Ontario Diploma in Deaf Education on the successful completion of their studies.

Developmental Centres Schools

There are currently some 517 students in the seven Developmental Centres Schools located in residential facilities operated by the Ministry of Community and Social Services. These students are mentally retarded, developmentally handicapped, or emotionally disturbed; many are multihandicapped. Specially trained teachers work with multihandicapped retarded children who have hearing, visual, orthopaedic, and, in many cases, behavioural problems. Secondary school programs are offered in several schools where the need for them has been indicated.

The prime goal of the schools is to provide opportunities for each student to acquire the basic skills, knowledge, and attitudes that he/she needs for participation in society. Therefore, programs have been designed to encourage student participation in social and recreational activities in both the school and the community. Communication skills, motor skills, and life skills are included in all of these programs. The concept that these students can and should be integrated into the community is being increasingly accepted by members of the host communities, whose positive support of the programs has been encouraging.

Negotiations are ongoing with local school boards to assume responsibility for education programs in the Developmental Centres Schools within their jurisdictions. These programs would be funded under the General Legislative Grants regulation. Since September 1982 five programs have been transferred. Negotiations to transfer the remaining seven programs are continuing; it is expected that some will be transferred in September 1984 and others by September 1985. These transfers fulfil the spirit of recent legislation and will facilitate staffing, supervision, and programming in these programs.

Training Schools

The four training schools located in Cobourg, Oakville, Simcoe, and Sudbury provide secure care and education to approximately 259 wards. These residential facilities are operated by the Ministry of Community and Social Services under the Training Schools Act, 1976.

Educational programs are operated on a co-operative basis within each school. These co-educational schools accommodate students from twelve to sixteen years of age who have, in most instances, been adjudicated delinquent by a provincial juvenile and family court.

The Oakville school provides secure detention and secure treatment in addition to secure care. The secure detention portion of the population includes those who have been charged with a recent act for which an adult would be liable to imprisonment for more than two years. The secure treatment population is composed of children who have been assessed as having a mental or emotional disorder. Full initial and continuing assessments are carried out to establish appropriate individual educational programs. Regular, remedial, and special education programs are provided both at the elementary and secondary school levels. The students generally have a behavioural exceptionality, although there are some learning-disabled students and some slow learners. Along with the core subjects, students are provided with extensive vocational and life-skills courses. Close community liaison is provided for students returning to the school system.

The five regional schools for nursing assistants are located in Hamilton, London, Sudbury, Thunder Bay, and Toronto and have a total enrolment of 473 students. Classes begin in September and March, and the schools function throughout the twelve months of the year.

The program is thirty-six weeks in length and provides theory in nursing, biology, and social sciences, as well as planned clinical experience, which is supervised and evaluated by the registered nurse-teacher faculty. The clinical practicum is provided in a variety of community health-care settings. The curriculum guidelines reflect the Standards of Nursing Practice for Registered Nursing Assistants of the College of Nurses of Ontario. Graduates are recommended for admission to the provincial examination conducted by the college, which leads to initial registration and certification as nursing assistants.

The regional schools for nursing assistants are administered by the Ministry of Education and funded by the Ministry of Colleges and Universities.

During the 1983-84 fiscal year, the Ministry of Education made further advances in areas dealing with French-language education. Following the approval of the report *Elementary and Secondary French-Language Education in Ontario*, the Assistant Deputy Minister, Franco-Ontarian Education, was requested to establish and chair four standing ministry committees to review and evaluate on a permanent basis all aspects of French-language education, including the allocation of funds.

In October 1983, the circular *Ontario Schools, Intermediate and Senior Divisions, 1984*, which outlines the policies and diploma requirements of the new secondary school system, was distributed to all elementary and secondary schools. In French-language schools, five credits in français (including two in the Senior Division) and one credit in anglais/English will be required for diploma purposes.

A Proposal in Response to the Report of the Joint Committee on the Governance of French-Language Elementary and Secondary Schools was released in March 1983. The proposal outlined the government's intention to:

- recognize the right of every French-speaking student to an education in the French language;
- require boards of education under certain conditions to establish minority-language sections consisting of trustees elected by minority-language electors;
- enable the Minister of Education to take appropriate action when a school board does not accept the recommendations of the Languages of Instruction Commission of Ontario.

Under the proposal, local school boards will be required, on the request of students or parents, either to offer French-language instruction in their own classes or schools or to provide for instruction through arrangements with other boards. The government will provide grants towards the cost of transportation or of board and lodging where these services are necessary.

On November 30, 1983, following a meeting of Premier Davis and Dr. Stephenson with the representatives of the twenty boards affected by the proposal, a committee was established to explore further the government's position on minority-language governance. This Minority Language Governance Study Committee to the Government of Ontario submitted its report to the Premier on February 14, 1984. It outlines several models, including a modified model of the government's initial proposal. Since the govern-

ment believes that the proposal can also apply to separate school boards, it invited them to indicate the basis on which the aspirations of the French-language members of that community can be accommodated within the intent of the proposal. The Ontario Separate School Trustees' Association and the Association française des conseils scolaires de l'Ontario reached an "Entente" on the applicability of the government's proposal to the minority-language sector of the Ontario Catholic separate school system.

The Ministry of Education is preparing draft legislation that will require boards of education to establish, under certain conditions, minority-language sections consisting of trustees elected by minority-language electors. In addition, it is examining the possibility of developing legislation related to the principles contained in the "Entente" between the two associations. The Premier had indicated his intent to introduce legislation on minority-language governance in the present session of the legislature.

Regarding the right of every French-speaking student to an education in the French language, an act to amend the Education Act was introduced in the third session of the thirty-second legislature, but it received only a first reading. However, this legislation will be introduced again in the present session. On September 30, 1983, there were in Ontario 286 elementary schools and 32 secondary schools in which French was the language of communication, administration, and instruction. In addition, there were 30 secondary schools that had French-language instructional units for the 1983-84 school year. The enrolment of these units totalled 25 385 students at the secondary level and 68 200 at the elementary level.

It is standard practice in the Ministry of Education to ensure that the needs of French-speaking students are taken into consideration in the development of programs. Continued efforts are also made to produce and distribute French-language versions of all ministry documents, such as the Education Act, the regulations, and curriculum documents, concurrently with English-language versions.

In 1983-84 the ministry continued to encourage boards of education operating mixed secondary schools to review the programs available to its minority-language students. Such reviews have resulted not only in an expansion of course offerings for students enrolled in such settings, but also in the planning for the establishment of a new French-language secondary school entity with its own French-speaking principal and personnel. The ministry will maintain its review activities with respect to the mixed secondary schools that continue to exist, in keeping with the wishes of the local population.

A student-council leadership seminar held entirely in French was offered again this year to French-speaking members of student councils of French-language instructional units at the secondary school level.

French-language programs of past years were maintained during the present year.

Correspondence Education

In 1983-84, 47 000 new applicants were added to correspondence education's active student body. On an average day the staff handled 600 telephone inquiries, mailed 800 packages of materials, and evaluated 2000 assignments.

Adults who require a flexible, self-paced program make up approximately 88 per cent of the enrolments. Of the remaining 12 per cent, over 11 per cent are day-school students studying courses not available at their secondary schools and less than half of 1 per cent are elementary pupils unable to attend school.

As well as enrolling day-school students in courses not available locally, correspondence education supports local school boards by making its learning materials available to them. During 1983-84, 100 boards purchased over 18 000 course modules. The materials are used in the development of curriculum and the local administration of independent study programs. Correspondence education staff assists local delivery by providing workshops on distance education.

The technologically enhanced programs for small secondary schools include two computer-managed courses in electronics, and components of computer-assisted instruction (CAI) are currently under development. Seven computer studies courses with CAI components and two adult-basic-education courses with audio cassettes are also being produced. Several adult-basic-education courses – developed for adults with Grade 5 to 8 reading skills – will be of interest to school boards involved in continuing education and agencies working in adult literacy.

Applications for enrolment in correspondence courses are processed and materials mailed within two working days. Over 800 part-time teachers evaluate assignments and give tutorial service by mail. A centralized telephone tutorial service provides students with immediate access to teachers. In the first year of operation, over 5000 students received telephone tutorial assistance on Tuesday evenings.

A secondary school program of 105 English-language courses and 53 courses for those who speak French are now available. Eighteen new courses were released during 1983-84; 24 new courses are being prepared for next year.

The correspondence education calendar in English and French provides information about the courses and services offered to Ontario residents.

Research and Information

The new Research and Information Branch combines the former Research Branch and the statistical services unit of the former Management Information Systems Branch. The new branch is responsible for planning and administering educational research, collecting and disseminating statistical information, supporting the ministry's strategic-planning activities, and operating the Information Centre of the ministry.

Priorities for education research included studies dealing with microtechnology, special education, the graduate-employment survey, and staff-performance appraisals. Research pertinent to the needs of the francophone community dealt with special education, assessment instruments, and language development. Research on French as a second language focused on the effective implementation of modes of instruction in the schools.

Communication Services

The branch has become the focal point for the collection and dissemination of statistical information used for the operational, planning, and policy functions of the ministry. Education statistics are made available through periodic reports, regular publications, and other releases. The statistical services unit also provides consultation on survey design and methods to regional office personnel conducting provincial reviews in the schools.

An important part of the work of the branch is its various contributions to the ministry's strategic-planning process. In this role, the branch helps senior managers to consider policy development and priority setting in the light of information on trends and an analysis of their long-term implications for education.

The branch's Information Centre provides an extensive range of information and reference services for the ministry.

The Communication Services Branch provides a wide variety of information and public relation services relating to all ministry activities. A major function of the branch is to disseminate information about ministry programs and policies to the educational community of Ontario and to students, parents, and the general public.

During the year the branch's five information officers answered more than 50 000 telephone and written inquiries that were received from the public. Staff also answered inquiries from members of the legislative press gallery and from media representatives across the province.

With the publication of *Education for Tomorrow*, the ministry embarked on a major communications program to inform parents of the changes in the secondary school system that will take place this fall. More than two million copies of the brochure were distributed throughout the elementary and secondary schools of the province. The brochure was also included in the fact-sheet racks at more than 1500 retail outlets across the province. The fact sheets, known as the Education and You program, continued to retain their popularity with educators and the public. More than 1.6 million fact sheets were distributed through the retail outlets and through the schools at parent-teacher nights. The fact-sheet series contains eleven brochures that deal with different aspects of Ontario's educational system.

During the year exhibits were staged at educational conferences, seminars, and workshops. The branch's print production unit, which is responsible for the design, editing, and printing of publications from all ministry branches, produced more than eighty documents during 1983-84.

LEARNING MATERIALS DEVELOPMENT PLAN AND FRENCH-LANGUAGE FUND

The Learning Materials Development Plan and the French-Language Fund (Learning Materials) continued to provide funding to publishers, media producers, non-profit organizations, and individuals for the development and production of needed Canadian learning materials. To date, many different types of learning materials (books, kits, films, sound filmstrips, monographs, records, and an atlas for partially sighted children) have been produced in such diverse subject areas as the arts, special education, Canadian studies, multiculturalism, technological and business education, education of and about Native peoples, values, French as a first or second language, women's studies, Franco-Ontarian heritage, social studies, law, and mathematics.

Through the 1983 Learning Materials Development Plan competition, thirty-five (twenty-seven English-language and five French-as-a-second-language) projects were funded for the development of print and non-print materials. The French-Language Fund competition provided funding for about thirty-five projects for Ontario students enrolled in French-language schools.

CIRCULAR 14

Circular 14, the annual publication listing all textual materials that have been reviewed and approved for use in Ontario schools, contained 119 new English-language and 55 new French-language titles in 1983. In selecting textual materials for use in a subject area, a school must choose from those listed in *Circular 14*, unless permission to use unlisted materials has been granted by the Minister of Education. Over 95 per cent of the materials currently listed in *Circular 14* are of Canadian authorship and manufacture.

BOOK PURCHASE PLAN

Under the Book Purchase Plan each school and board office in the province has an opportunity to order sample copies of Canadian books listed for the first time in *Circular 14*. During 1983, schools and boards were provided with 191 551 copies of 140 titles under the plan.

Student Exchanges

During the 1983-84 school year over 7400 Ontario students participated in exchange or travel programs designed to provide language and cultural enrichment. Three-month international student-exchange programs were conducted with France, Italy, Switzerland, and West Germany. Under the terms of these exchanges 274 European students were the guests of their Ontario partners and attended Ontario schools. The Ontario students then travelled to their European partners' homes and attended French, Italian, Swiss, and German schools.

A four-week German-language immersion course was offered to fifteen Ontario secondary school students during the summer of 1983. The course was held in Kulmbach, Bavaria, with the last week spent in Berlin. A three-week French-language immersion course was held near Montreux, Switzerland, and was attended by twenty-three Ontario students.

One hundred and fifty Ontario students participated in a three-month exchange with Quebec students. The Ministry of Education provided financial assistance for 868 students from French-language schools in Ontario to travel to Quebec for short educational visits. The ministry also provided financial assistance for 994 students from French-language schools to participate in educational visits and exchanges within Ontario. Over 7600 students participated in bilingual exchanges between Ontario and other provinces. These exchanges were arranged by a non-profit organization called the Society for Educational Visits and Exchanges in Canada (SEVEC) and were partially funded by the Ministry of Education.

Teacher Exchanges

In 1983-84, one Ontario teacher and a teacher from Switzerland exchanged places. A pilot program between Ontario and New Zealand is continuing. Also during the year, twenty-six Ontario teachers travelled to the United Kingdom, and one Ontario teacher travelled to the United States under educator-exchange programs co-ordinated by the league for the Exchange of Commonwealth Teachers and the Department of Education of the United States. These programs are conducted annually. Forty-two Australian teachers are on exchange in Ontario this year, with the same number of Ontario teachers in Australia.

During the year, three Ontario teachers exchanged teaching assignments with teachers from other provinces. At a time of declining enrolment, when promotion and mobility are restricted, intraprovincial exchanges for teachers and administrators are being encouraged by the ministry.

Ontario Student Leadership Centre

The Ontario Student Leadership Centre on Lake Couchiching, near Longford Mills, again hosted courses in student leadership development, which ran from June to September. In 1983 there were nine courses in seven separate programs. All programs had full enrolment, and some received applications from more students than they could accept. The athletic courses, which in 1982 operated with 432 girls and 384 boys, accepted only 336 girls and 336 boys as a result of salary-budget restrictions. The total number of students attending all of the courses was 1289. Programs are staffed by qualified teachers from school boards, universities, and the Ministry of Education. In addition to the ministry programs, youth and adult groups used the centre during May, September, and October.

Ontario Young Travellers

Toronto has a concentration of provincially sponsored educational and cultural resources – the Ontario legislative buildings, the Ontario Science Centre, the McLaughlin Planetarium, the Royal Ontario Museum, the Art Gallery of Ontario, and Ontario Place – that make a visit to Toronto a valuable experience for any student. However, for students who live far from the city, the costs of such a visit can be high. The Ontario Young Travellers program, under which such visits fall, is available to Grade 8, senior elementary, special education, and mixed Grade 7 and 8 classes, as well as to Grade 7 classes that are the last grade in an elementary school.

The program provides financial assistance to students from Northern Ontario whose education might be enhanced by a visit to the provincial capital. This assistance is used to help defray transportation costs from the school to Toronto and to cover the cost of meals and accommodation for students who attend schools that are located more than 800 km from Toronto. Each school must provide evidence that its students' visit is integrated with the school curriculum, outline follow-up activities, and provide assurance of adequate adult supervision. During the year approximately 6000 students from Northern Ontario visited the provincial capital under the auspices of the Ontario Young Travellers program.

Project Canada

This national class-twinning program – initiated, financed, and administered by the Ministry of Education – is conducted in cooperation with the ministries of education of the other provinces (Quebec excepted) and the northern territories. It continues to provide young people with the opportunity to develop a sense of national pride. Through the exchange of correspondence and classroom projects, Ontario students gain a broader understanding of the multicultural character of Canada. During the year, 496 Ontario classes were twinned with classes from other provinces.

Ontario-Quebec Class Twinning Program

The Ontario-Quebec Class Twinning Program is a correspondence program that provides opportunities for students at the elementary, secondary, and college levels to exchange ideas and information with similar students in the other province. Participation in the program increases learning about another region and the people who live there and can foster friendships between students of different communities. During the 1983-84 school year approximately 1200 Ontario students participated in this program.

Summer Employment Programs for Students

The ministry's Experience Program in the area of summer employment for students is run in co-operation with the school boards. The boards are invited to submit applications for projects of an educational nature, such as monitoring or tutoring programs or the preparation of educational kits. Applications are considered on the basis of merit and geographic distribution. In 1983 the ministry approved 246 projects. Through grants from the ministry (the funds for which come from the Ontario Youth Secretariat), school boards hired 1548 students to work on their projects. An additional 74 students were employed by the ministry under the program.

Official-Language Monitors Program

This program, co-ordinated by the Council of Ministers of Education, Canada, and financed by the federal Department of the Secretary of State, is designed to encourage bilingual postsecondary students who are attending a university or college in a province or area where their mother tongue is the second language to act as second-language teaching monitors to teachers of French or English as a second language.

Three hundred and thirty-eight students at seventeen Ontario universities and colleges of applied arts and technology are being paid $3000 each to act as monitors in the schools of forty-one Ontario boards. The students usually work with small conversation groups. Approximately three hundred of these monitors are French-speaking postsecondary students from across Canada who work with English-speaking students studying French as a second language; the remainder are English-speaking university students from various parts of Canada who are helping French-speaking students with their study of the English language. In addition, thirty-six francophone students are acting as French monitors in French-language instructional units. For centres distant from a university, there are twenty-two monitors.

There are also ten full-time francophone monitors in Ontario schools that are not close to a university centre. All of these monitors are from Quebec. They work twenty-five hours a week with small groups of students; eight work under the direction of teachers of French as a second language and two with the staff of French-language instructional units. Each monitor receives $7000.

Canadian Studies Seminars for Educators from Western Europe

Each summer the ministry organizes two two-week seminars in Canadian studies for educators from Western Europe. These programs are offered in reciprocation for seminars that are open to Ontario educators in thirteen European countries.

Candidates pay a nominal course fee; the ministry provides the staff and program organization; and the federal Department of External Affairs provides a generous living-allowance subsidy. The academic and cultural program includes lectures designed to give visiting educators an overview of Canada and our education system, numerous cultural excursions, and contact with Ontario educators.

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Twelve seminars in seven Western European countries were open to Ontario educators. These programs, of two-to-four-weeks' duration, include both academic and cultural activities designed to broaden an educator's knowledge of the country, its education system, politics, economics, history, culture, and arts, and in some cases to increase his/her language fluency. Some seminars are partially subsidized by the host country; others are fully subsidized and are offered at no cost to Ontario teachers.

Interchange on Canadian Studies

The 1983 conference was held in Whitehorse, Yukon. Each province and territory was represented by a delegation of fifteen students, who participated in a forum on northern issues that are important to all Canadians. The fifteen Ontario students then were hosts to a Yukon student each during the summer of 1983. The Grade 12 students representing Ontario were selected by the ministry's regional offices.

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The Special Projects Branch arranges for the hosting of Education Week. Education Week 1983 was co-operatively hosted by the Sudbury Board of Education and the Sudbury Roman Catholic Separate School Board. The opening ceremonies in Sudbury were attended by educators from the elementary, secondary, and post-secondary levels. "Education for Tomorrow/Préparons l'avenir" was the theme of Education Week 1983, and the celebration was intended to apply to the development and growth of education from today into the future.

Details of the 1984 General Legislative Grants were released in January. Provincial grants to school boards for 1984 will total $3041.8 million, an increase of $144.8 million over the 1983 allocation of $2897 million.

The grants for special education were based on a fixed dollar amount per pupil, adjusted by the board's grant-weighting factor and then applied to the board's day-school enrolment. The dollar amounts were increased in 1984 to $166 per pupil at the elementary level ($147 in 1983) and $119 at the secondary level ($106 in 1983). The per-pupil amount for a trainable-retarded pupil was increased from $3740 in 1983 to $3930 in 1984.

The declining-enrolment provisions introduced in 1981 were continued in 1984. Thus, the declines in enrolment experienced by a board between 1984 and 1983 and between 1983 and 1982 were recognized for grant assistance in 1984.

Funding for Heritage Languages programs was increased to $30.50 per classroom hour, up from $29 in 1983.

The expenditure for continuing education programs in driver education, secondary school credit courses, and adult basic education were recognized for grant purposes at the same level as day-school programs in terms of full-time equivalent enrolment.

Funding for students in Grades 9 and 10 in the Roman Catholic separate schools was again increased.

The additional allowance to help boards replace technical and vocational equipment was continued.

Grants for the teaching of French both as a first and as a second language were increased by 5 per cent over the 1983 level.

The maximum ordinary expenditures per pupil recognized by the ministry for grant purposes were also increased. The ceiling for elementary school pupils was raised to $2297, up from $2171 in 1983. The ceiling for secondary school pupils was raised to $3140, up from $2978 in 1983. These basic grant-ceiling figures were adjusted upwards by weighting factors to give boards extra grants to compensate for unusually high costs related to the provision of certain programs and to local factors such as sparse population and the geographical location of the boards.

The amounts paid to school boards out of the Ministry of Education's General Legislative Grants varied from board to board, depending on the individual board's ability to raise revenues from local assessment. The equalizing of assessment for this purpose was based on a four-year average of the assessment-equalization factors published by the Ministry of Revenue. For 1983, a three-year average was used.

The priority for the capital funding of projects providing school accommodation in new housing developments continued. Funds were made available for emergency projects involving health, fire safety, roofing, and heating-equipment replacements.

The ministry's six regional offices promote the implementation of provincial policies related to education. They provide encouragement and information to school systems, which have the primary responsibility for implementing those policies.

The regional office personnel are the ministry's "eyes and ears": they become aware of new developments and, in a very real sense, monitor, review, and evaluate both policy and the implementation of policy. They also assist school boards with the means of evaluating and improving school programs. For example, in 1983 they helped eight school boards in carrying out co-operative reviews of activities and in preparing comprehensive reports to guide further development and improvement.

In addition, the regional offices perform a variety of direct services, particularly in Northern Ontario. They distribute films and books to small schools, supervise instruction, and provide a variety of consultative services to schools and boards, in both English and French.

Bill 157, An Act to Amend the Education Act, which received first reading only, contained several amendments of a housekeeping nature. It also proposed amendments to part XI of the Education Act, which would implement the proposals of the Ministry of Education's White Paper respecting minority-language education rights and enable the Minister of Education to act where a school board and the Languages of Instruction Commission of Ontario are in disagreement. Reaction to the bill has produced valuable comments that will be taken into account in the preparation of a future Education Amendment Act.

The Teachers' Superannuation Act, 1983, a revision of an existing act, was passed by the legislature during the period covered by this report. Some of the changes include an increase in contribution rates; the computation of allowances on the basis of the average salary for the five years (rather than the seven years) during which a person's salary was highest; changes in respect of survivor allowances; the expansion of entitlements to refunds; and provisions for the election of the chairperson of the Teachers' Superannuation Commission and a reduction in the number of its members.

The Ministry of Education continues to consult with a wide range of groups and organizations in the development of its policies and procedures. Much of this consultation is done through committees and councils that include representatives from the groups most affected.

Ministry of Education Advisory Council on Special Education

The purpose of the Ministry of Education Advisory Council on Special Education is to assist the ministry in ensuring that its work in the area of special education is tailored to the specific needs in that field. Represented on the council are the Ontario Alliance for Children, the Council for Exceptional Children, the Ontario Council of Administrators of Special Education, the Ontario Advisory Council on the Physically Handicapped, the Ontario Psychological Association, the Ontario Catholic Supervisory Officers' Association, the Ontario Association of Education Administrative Officials, the Ontario School Trustees' Council, the Ontario Teachers' Federation, and the pediatricians of the Ontario Medical Association.

Commission to Inquire into the Discretionary Local Levy for Education in Metropolitan Toronto

In July, Bruce Bone was appointed as a one-man commission to examine the discretionary-levy provisions available to school boards in Metropolitan Toronto. The appointment of Mr. Bone, Vice-President and Associate Treasurer of Noranda Mines Ltd. and a former chairperson of the Metropolitan Toronto School Board, was the result of a commitment made earlier in the year during the passage of Bill 127. G. Douglas Spry, former Executive Co-ordinator of the Ministry of Natural Resources' Finance, Planning, and Evaluation Group and former director of the Ministry of Education's School Business and Finance Branch, acted as executive secretary to the commission. Mr. Bone met with representatives of the Metropolitan Toronto School Board and the boards within Metro Toronto prior to reporting in February.

The Provincial Schools Authority

The School Management Committee was established in 1975 to act as the bargaining agent for the Ministries of Correctional Services, Education, and Health, all of which employed teachers. The decision to give provincially employed teachers the same bargaining rights as school-board-employed teachers has, under the School Boards and Teachers Collective Negotiations Act, 1975, necessitated the creation of the Provincial Schools Authority. The authority is the official employer of the provincial teachers and negotiates on behalf of the ministries with the organization established by the teachers to represent them. It has also dealt with problems arising out of the administration of the agreements reached.

The OESC was established in the latter part of 1980. Its goal is to enhance Ontario's position in international business by:

- supporting the private sector by facilitating the inclusion of educational or training components into international capital projects;
- undertaking educational activities directly;
- seeking government-to-government relationships that encourage contracts that involve education or training.

Mr. D.C. McGeachy of London, Ontario, was appointed chairperson of the corporation's board.

On March 1, 1984, the OESC was merged with the Ontario International Corporation.

The Languages of Instruction Commission of Ontario was established in 1973 to help resolve conflicts between school boards and parents over the provision of educational programs in the language of the minority group, whether it be English or French. The commission meets monthly to consider matters referred to it by English-language or French-language advisory committees, including recommendations submitted by such committees, or, in the case of boards that have no formal committee to deal with such matters, by groups of ratepayers.

Since its inception the commission has been able to bring most issues referred to it to a satisfactory conclusion and continues to work on those that have not yet been resolved.

The following agencies and commissions, which report through the Ministry of Education, have tabled their annual reports before this assembly: the Teachers' Superannuation Commission, the Education Relations Commission, and the Ontario Institute for Studies in Education.

This is a partial list of publications issued during the 1983-84 fiscal year.

Computer Studies, Intermediate and Senior Divisions, 1983 (English and French)

Guidance, Intermediate and Senior Divisions, 1984 (English)

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